The Perception of School Related Insecurity and its Effect on Humiliation, Interpersonal Sensitivity, Submissiveness and Entrapment among Adolescent Girls.

A Synopsis

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Introduction

The adolescent phase is a very intricate time of physiological transformations. Apart from growing in stature and weight and reaching full reproductive potential, the person experiences modifications in body fat distribution, the emergence of multiple secondary sexual traits, and adjustments in body measurements.

During present scenario, while the level of education among adolescent girls has increased, on the other hand, various types of insecurity and the dangers arising from it have arisen among them. There can be many reasons for this, which mainly include educational activities, physical and mental changes, behavior of school teachers and home and school environment.

School related Insecurity

"A student's subjective perception of feeling unsafe or uncertain within the school environment, including concerns about physical safety, social interactions, academic performance, and overall well-being" is what is termed "school-related insecurity" (Smith et al., 2019).

To put it simply, security is the preservation of people and property against harm. The capability of a ceremonial to fend off extortions by its fundamental interests and standards is a dynamic condition that makes security a dynamic state in which citizens are the main benefactors. Furthermore, in line with Abraham Maslow's theory, Iyenger (1977) claimed that an uncertain individual experiences tension, conflict, and guilt; feels unsecure, unfortunate, prohibited, aggressive, and pessimistic; and has a tendency to be neurotic.

The school is a apartment wherever rules, traditional standards, national harmony, general awareness besides additional apt entrepreneurial abilities are transferred via teachers on the way to the pupils according to structured way (Osaat, 2012). It would remain a progressive character making institute and the most secure place for children after their home .

The environment created in schools should serve as a safe surrounding where children from dysfunctional and Pacific Islander families, impoverished children, children of adolescent parents, and all those in need can interact with a variety of knowledge-based perspectives (Fareo, 2015; Hurwitz, Menaucer & Weldon, 1996). Unfortunately, as a result of the insecurity at the

school environment, there appears to be a standard shift in the essential duties of the school as a transmuting agent of society.

An issue of insecurity in secondary school education cannot be over emphasize. The break down of security system in secondary school education is one issue that is bordering many individuals in the society today on what to do to improve the security architecture of the secondary school education at the same time motivating the students for better academic performance. The impact of insecurity is well felt by the students in home and in the school and many students manifest this impact in low academic performance. The evidence is clear, the poor academic performance in classroom and their inability to settle down and perform well both in internal and external examinations is a clear indication that insecurity has threaten the secondary education.

Humiliation

Compared to other negative emotions like wrath and guilt, humiliation is a more stronger feeling (Otten & Jonas, 2014). According to Hartling and Luchetta (1999), shame is defined as “the deep dysphoric feeling associated with being, or perceiving oneself as being unjustly degraded, ridiculed, or put down—in particular, one's identity has been demeaned or devalued.” Furthermore, humiliation is a special combination to feelings since and is linked to feelings of wrath, retaliation, shame, and avoidance behaviour. Mann et al. (2016); Elison and Harter, 2007. It should come as no surprise that humiliation has been linked to a number of psychological, relational, and societal issues in addition to clinical disorders like depression, low self-worth, GAD, self destruction thoughts, murder, as well as native forcefulness (Klein et al., 1991).

According to Elison and Harter's (2007) , the classic instance of humiliation occurs when there is an audience that is hostile. Therefore, we contend that while humiliation can occur even in the absence of an audience, it is most common and severe when others are present and displaying hostile intent.

Interpersonal Sensitivity

Interpersonal sensitivity, is the capacity to accurately infer characteristics, emotions, and abilities of others from nonverbal signs.

Adaptive social functioning relies heavily on interpersonal sensitivity, which is frequently thought of as an aptitude. Research has demonstrated that those with high levels of interpersonal sensitivity become better doctors (Rosenthal et al., 1979), enjoy more fulfilling marriages (Noller & Feeney, 1994), and are liked more by their peers in elementary school (Nowicki & Duke, 1992). Theoretically, the foundation of models of emotional and social intelligence is interpersonal sensitivity; according to Mayer and Salovey (1997), emotional and social intelligence need the possession of fundamental interpersonal sensitivity abilities.

While emotional empathy and interpersonal sensitivity are theoretically connected, empathy and interpersonal sensitivity are not the same thing. Empathy is described as a point to which a person feels what another person feels. Interpersonal sensitivity is a necessary quality for empathy, although empathy alone does not imply interpersonal sensitivity.

The association amid interpersonal sensitivity, approaches to regulate emotions, and emotional response in a nonclinical section was examined. Interpersonal sensitivity is allied with states that are frequently characterised by extreme emotion dysregulation such as, eating disorders, self-harming behaviour, mood disorders, and maladaptive emotion-regulation approaches (Dryman & Heimberg, 2018) and increased emotional reactivity (Bylsma, et al., 2008).

Submissiveness

“Submissiveness is a tendency to comply with the wishes or obey the orders of others” The ideas, beliefs, and values of an individual shape their submissive attitudes. The individual with the subservient attitude does not have to agree with his actions, even if what is usually intended are the behavioural adjustments brought about by the authority's wishes. Following the rules set forth by the authorities in place is crucial (Sayar 2012).When people behave in a submissive manner, they alter their opinions, values, and thoughts to reflect the authority's wishes. This does not imply that the person has started acting in that way. The person would only satisfy the authority's expectations by submitting.

When someone submits to an authoritative figure and does activities that may hurt others—even when they don't wish to hurt them—they are merely following orders, in Sayar's opinion (2012).There are numerous psychological, social, experiential, and cultural explanations for sub missing to an authoritative figure and following their directives. Many factors are said to play a

role in clarifying submission, including the requisite for a person to feel valued and believed by their society, the individual's high level of confidence in those they believe to be more knowledgeable than they are, the individual's fear of being excluded and laughed at, their low self-esteem, and their cultural background—all of which contribute to collectivism (Sakallı 2001).

For many living things, including humans, submissive behaviour is essential to their ability to survive in the environment (Gilbert, 2007). It encompasses a range of behaviours like trying not to offend or upset people, trying to please everyone, displaying generosity, overstating devotion, not being able to say "no," unintentionally saying "yes," finding it difficult to express unpleasant situations and aggression, continuously searching for distractions, not being able to defend one's rights or opinions, etc. (Özkan & Ḍzen, 2008).

Entrapment

It has lately been recognised that entrapment—the inability to escape a conflict or unpleasant circumstance—is a significant ecological variable that can set off a variety of intrinsic defensive mechanisms, such as the fight-or-flight response (Dixon 1998; Gilbert, 1992, 2000). Studies on entrapment have revealed a strong correlation between feeling trapped and experiencing pessimism, depression, and a sense of subordination (Gilbert & Allan, 1998). According to Baumeister (1990), emotions of imprisonment and a frantic need to get away frequently serve as the catalyst for suicide attempts.

When the typical psychobiological drive to feel a threat or stressful situation is suppressed due to a lack of personal agency or a low chance of external rescue, entrapment takes place (Dixon et al., 1989; Gilbert, 2001; Gilbert & Allan, 1998; Sloman et al., 2003).

Rationale

In the present scenario, school related insecurity among adolescent girls is at its peak. Most girls feel unsafe in their school environment and feel hesitant to share their problems with their classmates and teachers. Many studies have shown that these insecurities can be related to their physical appearance, comparing themselves to their classmates, and tools like social media. Many times parents put so much pressure on their children that if you do not do well compared to other children, you will be stopped from going to school. Because of this, insecurity keeps

troubling teenage girls at every step that if they do not perform well, will they really be forced to stop going to school? Not only this, parents even tell school teachers that no matter how they teach, their daughter's marks should be good. But some studies have shown that school teachers prey on adolescent girls. They are called on the pretext of teaching, they are forced to molest and even have physical relations with them and if they protest, they are made to fail. They are also threatened to make their obscene pictures or videos viral on social media. When the girls complain about this to the Principal, he also does not take any action against them, but on the contrary, the girl herself is declared a criminal. It is seen in many schools that even the school principals do not desist from luring the girls into their trap by giving them various kinds of lures. In school, teachers show girls porn videos or make lewd comments about their body shape or dress, due to which they feel humiliated not only in school but also in their friend circle and start feeling suffocated inside, which leads to anxiety. Various thoughts like stress, loneliness, pessimism and feeling inferior to oneself arise. But she does not want to share her feelings with anyone and in the end she commits suicide, leaves school or even becomes addicted to some kind of bad habit or drug. These issues of insecurity affect the mental, physical, academic performance of adolescent girls and their overall life. Through this study, I want to find out what are the reasons due to which adolescent girls do not find themselves able to express their views in front of anyone. To find out the reasons from where and how the fear or anxiety arising in them originates. What are the reasons due to which adolescent girls are not able to concentrate themselves and are not able to perform well?

Literature Review

According to Silver et al. (1986), humiliation is a social control tactic that weakens a person's sense of self. Examples of humiliation they used in their investigation ranged from encounters in everyday life to events that prisoners in Nazi concentration camps had to go through. They draw attention to the traits of helplessness and dehumanisation that frequently follow humiliation. The virulent character of humiliation has been linked by other academics to a number of negative outcomes, including suicidal behaviour (Hendin, 1994), marital relationships (Vogle & Lazare, 1990), interactions in medical settings (Lazare, 1987), and individual self-esteem (Stamm, 1978).

According to the Youth Risk Behaviour Survey, 26% of middle school pupils and more than two-thirds of kids overall say they have ever used marijuana. Nonetheless, a number of pupils brought up the frequent usage of alcohol and drugs by kids who experience humiliation at school. Mooney (Mooney & Cole, 2000), a disabled student who went on to graduate from an Ivy League university, talked about how he used alcohol and drugs to "turn off the shockers" at school.

More proof of the impact of humiliation may be found in Turner et al.'s (2002) study in the connection between help-seeking behaviour and classroom atmosphere. Additionally, there is proof that the dropout issue is closely tied to the general school climate, or an extent in which kids realize secure to learn and are not intimidated by dukes or educators (Wehlage, 1991). As Al said, "I would just quit if I had to deal with the crap that Jeremy does." I wouldn't visit this location." Institutions connected to humiliation at school also have an impact.

According to Goldschmidt and Wang (1999), "Two school policy and practice variables affect the middle school dropout rate significantly: the percentage of students held back one grade, and the percentage of students misbehaving".

Here we see the domino effect of the humiliation. Humiliation appears to be a factor in all of these situations: students who are held back in class, take remedial classes, are surrounded by misbehaviour (including bullying), have lower attendance rates, and are less likely to ask sarcastic teachers for help appear to be at a higher risk of quitting out.

Out of every 1,000 middle school girls Six to seven may become pregnant, according to national data cited via the Centres for Disease Prevention and Control (Klien, 2005). Ms. Hartford had a different perspective on the matter, despite the fact that there are several ideas regarding the reasons why teenagers become pregnant, such as having poverty and an excessive amount of free time, availability of alcohol use, as well as physical development. "Pregnancy is one of the acceptable reasons to leave school in this community," the woman stated. You have the option to become pregnant and drop out of school if it's a harmful atmosphere for you. No one will contest your choice." For teenagers between the ages of 10 and 19, according to the Centers for Disease Control and Prevention (2000), suicide is currently the third most common cause of death.

The percentage of high school students who commit suicide has not changed much in the last ten years, but among middle school children, or those between the ages of ten and fourteen, it rose by more than 100% in the 1990s (Bloch, 1999). Adriana expressed an unsettling thought, saying,

"Everyone I know has thought about suicide, but the one who did it was harassed by other kids all the time and no one did anything." Teachers need to be aware of the warning signs and manifestation of suicide and make sure that pupils realise valued and admiration in the classroom, as Fisher (2005) pointed out. "I think they're under a great deal of pressure to perform," one of the professors stated. They do not see a problem if humiliation is added to that.

The greatest way to conceptualise insecurity is as security's complete opposite. Therefore, before considering insecurity, it would be crucial to understand the notion of security. According to Musa et al. (2016), Igbuzor (2011), and Akin (2008), security is the state in which members of a society are free to carry out their regular daily activities without fear of harm to their lives or their property. Any deviation from this poses a threat to security. According to some academics, security is the state of feeling safe from damage or risk, defence, safety, and the lack of a threat to values acquisition .It also refers to the absence of inclinations that would undermine national cohesiveness and peace.

Insecurity can be best understood as the extreme opposite of security. Thus, it would be essential to appreciate the concept or idea of security before looking at insecurity. Safety implies to a condition where people in society can go about their everyday lives as usual deeds deprived of any type of danger to their life and possessions (Musa et al., 2016; Igbuzor, 2011; Akin, 2008). No matter what contrary a threat to security because of this. Other scholars are of the view security as the mere lack of danger to attainstandards that would weaken national unity and harmony; that Security is the state or perception of being safe from injury or danger, as well as the defense, protection, and lack of threat to one's ability to acquire values. Folorunso and Oladeji (2007). Oche (2011) states that "security is the absence of risk or threat to a nation's capacity to defend and develop itself, advance its cherished values, and legitimate interests."

Elkins et al. (2014) reported that during their time in school, students feel a range of feelings, such as excitement, estrangement, irritation, boredom, depression, and despair. According to Bano and Mohammad (2019), additional feelings that students may encounter include insecurity, volatility, tension, fear, worry, rage, shyness or withdrawal, sadness, or dissatisfaction.

Nigeria and the North Eastern States in particular have experienced a state of insecurity as a result of this phenomenon, which may pose a serious emotional risk to people. People may

experience feelings of tension, strain, and conflict as well as other tension-related side effects like anxiety, nervousness, emotional behavioural issues like instability, fear, anxiety, anger, shyness or withdrawal, depression, and frustration.

Borno State's school enrollment has dropped to 28% as a result of Maiduguri Metropolis's insecurity, and more than 85% of children who are old enough to attend school do not do so (Bwala, 2012).

Additionally, Ojukwu and Nwanma (2015) noted that students are free to use phones and other devices in a setting of insecurity in the classroom, where tardiness is the norm. Every year, the school's inadequate teaching environment contributes to its low external performance, as seen by the years 2010, 2011, 2012, 2013, and 2014. Additional examples of the unstable atmosphere in schools are the fact that occasionally female employees and Pupils report experiencing sexual assault or pregnancy, which causes them to stop attending school (Ojukwu & Nwanma, 2015). In addition, guardion bemoan the fact that their children are suffering and being tormented, and that the classrooms are crammed, dim, and have inadequate ventilation. (Ghazie et al., 2013). Students' academic achievement may most certainly be impacted by the educational environment depicted above.

In Nigeria, insecurity still poses a threat to basic education, secondary education, and higher education, to the point where university administrators, instructors, and students are all affected (Ogunode, Ahaotu & Obi-E, 2021; Ogunode, Godwin & Unoaku 2021). Fear of instability has spread over the entire nation and affected every economic sector.

According to Maslow (1942), insecurity is an emotional disorder characterised by a state of unease brought on by feelings of stress, strain, and conflict with other people. The negative effects of tension, such as anxiety. Psychologically insecure persons see life as unstable and the outside world as threatening, according to Maslow et al. (1945). People experience uncertainty in a variety of real-world contexts, including relational, financial, work, and emotional uneasiness. An and Cong (2003) noted that obsessive-compulsive behaviours and challenging interpersonal connections can result from insecurity.

A study on teenagers' sentiments of security and insecurity in relation to sex, the family structure, and their ordinal position was carried out by Raina and Bhan (2013) on 240 students

(120 boys and 120 girls). Results showed that compared to males, girls displayed higher levels of insecurity.

Although entrapment views are associated with melancholy, it is unclear how entrapment perceptions affect the propensity and expression of rage. Anecdotal data suggests that people get more irritable when they feel trapped (Baumeister, 1990).

Entrapments were defined as incidents that indicated substantial persistent difficulties for at least six months and were expected to continue or worsen over time in the study conducted by Brown et al. (1995). This score does not seem to examine the level of escape motivation; rather, it measures pessimism as much as captivity. However, research by Brown et al. (1995) has demonstrated that these factors are highly predictive of depression, interactive, and considerably superior than loss experiences. There are emerging models that identify social putdown and entrapment as critical stages in the aetiology of depression (Craig, 1996).

Since learned helplessness is linked to a number of psychological factors that are crucial to learning (such as motivation, anxiety, self-efficacy, self-representation, and self-esteem), it can have an impact on students' academic achievement by focusing specifically on the school environment (Peixoto & Almeida, 2010; Macher et al., 2012). Additionally, studies demonstrate how intellectual helplessness functions as a mediator in the connection between academic success and the threat of stereotypes (Bedyńska et al., 2019; Bedyńska et al., 2020).

Students that are at risk of learning disabilities in the classroom have an internal, stable, and global style of explanation failures as well as an outside, erratic, and narrow explanation for what leads to success (Försterling, 2005). The "self-fulfilling prophecies" are negative expectations for outcomes, a low self esteem in one's own talent, and a gloomy interpretation of events brought on by illogical beliefs. Despite their ability, people who find themselves in difficult situations without any support do nothing. This is a result of the challenges in understanding how decisions are made and how they affect other people (Ruthig et al., 2008; Dickhœuser et al., 2011; Sorrenti et al., 2018).

Objectives

- To study the relationship between school related insecurity and submissive behaviour among early adolescent girl students.
- To study the relationship between school related insecurity and interpersonal sensitivity among early adolescent girl students.
- To study the relationship between school related insecurity and self deception among early adolescent girl students.
- To study the relationship betweenschool related insecurity and helplessness among early adolescent girl students.
- To study the relationship between school related in security and humiliation among early adolescent girl students

Hypotheses

- There would be positive correlation between insecurity at school and submissive behaviour among early adolescent girl students.
- There would be negative correlation between insecurity at school and interpersonal sensitivity among early adolescent girl students.
- There would be positive correlation between insecurity at school and self deception among early adolescent girl students.
- There would be positive correlation between insecurity at school and helplessness among early adolescent girl students.
- There would be positive correlation between insecurity at school and humiliation among early adolescent girl students

Methodology

Sample Size

The target population will be the Adolescent school girls in the 13–16 age range. The sample size will be 300 school girls of class 8^{th} to 10^{th}.the sample will be taken from govt. school (rural and urban) area

Inclusion Criteria

- Adolescent girls attending school
- Age range 13 to 16 years
- Girls suffering from school related insecurity, humiliation, interpersonal sensitivity, and entrapment

Exclusion Criteria

- Adolescent school boys.
- Above age of 17 years girls not included in the study.
- Girls who are not suffering from school related insecurity and humiliation not included in the study.

INSTRUMENTS TO BE USED

The Submissive Behaviour Scale

Submissive behavior scale, also known as SBS. It was created in 1991 by Gilbert et al. but it was completed in 1994. It can be used for Adolescents and adults independently or jointly. There are five sub dimensions on this scale: societal, political, cultural, religious, and individual. There are 16 items in this scale. The items are scored using a 5-point Liker –type , with 0 representing never, 1 representing seldom, 2 representing occasionally, 3 representing mostly, and 4 representing always. The scale's internal consistency is reliable at .74. The scale's validity was established by its correlations with the Sociopathy scale (r =.32) and the Beck Depression Inventory (r=.36).

The Interpersonal Sensitivity Measure

The Interpersonal Sensitivity Measure (IPSM; Boyce & Parker, 1989) is a self-report instrument was created to gauge an individual's excessive sensitivity to other people's interpersonal behaviour, social feedback, and other people's negative judgement. This scale examines interpersonal sensitivity on five dimesions, they are-Self-consciousness, shyness, separation anxiety, desire for validation, and fragility of the inner self. The 36 IPSM pieces are finished on a 4-point Liker type ,ranging from 4 to 1 (Verylike4)(Moderately like3) (Moderately unlike2) (Very unlike1).The internal consistency was high ranged from .55 to .79 across the subscale. The test –retest reliability was from r= .55 to .77 .

Short School Helplessness Scale

Students' learned helplessness, which develops in school, is measured by the short school helplessness scale (SBS).The 15 items in the SBS-S range from 5 to 1 (Always 5) (Mostly 4) (Occasionally 3) (Rarely 2) (Almost Never 1).Convergent and discriminant validity, together with confirmatory factor analysis (CFA), were used to evaluate the criterion validity and construct validity. SBS-S finds reliability to be entirely satisfactory. The SBS-S connection with four criteria factors (desire to learn, anxiety, self-esteem, and feeling of self-efficacy)

Humiliation Inventory

The Humiliation Inventory was developed by Hartling and Luchetta (1999) to gauge one's level

of internal humiliation. It has total 32 items 20 (FSH) Fear of humiliation scale, and 12 (CSH) cumulative humiliation scale . The scoring of the items is ranging from 5 to 1 (Fully agree 5) (Agree 4) (Undecided 3) (Disagree 2) (Fully disagree 1).It has high internal consistency.

Entrapment Scale (Long Form)

The entrapment scale was developed by Paul Gilbert And Steven Allan (1998) to assess the feelings of entrapment within the context of depression .There are 16 items in this scale and it has two sub dimensions 1. (Internal entrapment 6 items) 2.(External entrapment 10 items) ranging from 4 to 0 (Highly 4) (Relatively 3) (Moderately 2) (Minimally 1) (Not at all 0). Reliability on an internal entrapment is 0.94 and 0.89 for external entrapment .It has high level internal consistency. The internal consistency reliability was .93.

Beck Hopelessness Scale

The Beck Hopelessness Scale was prepared by Beck and Steer (1998) to assess level of negative expectations about future .It consists of 20 true and false items ranging (1 and 0) lies within three factors : Expectations for the future, motivation decline, and feelings about the future

Self Deception Questionnaire

The Self Deception Questionnaire was developed by Gur, R. C & Sackeim, H.A. (1979) to assess the hopes, needs, desires, ideology, prejudices, expectation and memory. It consists 20 items ranging from 7 to 1 (Strongly agree 7) (Agree 6) (Somewhat agree 5) (Neither agree nor disagree 4) (Somewhat disagree 3) (Disagree 2) (Strongly disagree 1) .The items be assessed using a seven-point Likert scale.

Procedure

The research will be conducted in Govt. Secondary Schools of Haryana State. Contact will be made with school before taking sample for the study. Data will be collected from the adolescent school girls who are willing to participate and want to share their school related problems in the study. There will be organize an informational session to explain the purpose of my study . Information shall be collect from adolescent school girls through survey method.

Variables

Independent Variables

- School related insecurity

Dependent Variables

- Humiliation
- Interpersonal sensitivity
- Submissiveness
- Entrapment

Statistical Analysis

Appropriate statistical tool will be used for the statistical analysis after collecting data from the adolescent school girls and as per the nature of study.

Ethical Concerns

- The ethical clearance will be taken from the institute.

- Written informed consent will be taken from all participants included in the study.
- Participants confidentiality shall be kept in the study
- Subjects are able to leave at any moment.

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